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ABSTRACT

Resource rooms in public schools were instituted to provide assistance to students with legal learning disabilities. Additionally, the students brought with them a whole host of other disabilities and disabling behaviors. These same children, because of their movement between resource room, regular classroom and the principal's office, were instrumental in developing change among the school personnel involved. The program started with one resource room teacher, one aide and eight children (in a middle school), and the concepts from the classroom have been put into practice by teachers in the same building, teachers and diagnosticians in the same school district and presently, in different surrounding school districts. The interfacing of operant principles and procedures with traditional teaching practices via the resource room has produced a productive hybrid, the result being to: (1) act as an informal training cite for administrators, teachers and counselors; (2) significantly reduce the number of children expelled; (3) significantly influence the childrens' accomplishments in the following four areas: on task behavior, work completed, accuracy and rate. (The class averaged 2.5 grade level gains in reading in 4 1/2 months.) (Author)

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# Resource Room As Demonstration Classroom: A Method for Advancement of Counseling, Teaching Technology and Effectiveness with the Learner

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The following narrative is the account of one consultant and one teacher in a rural middle school. their work together and the resulting influence of that work. The narrative itself is divided into three-parts, 1.) The history of the project, 2.) The behavior involved, and 3.) The outcome.

I. History as Antecedent Conditions.

As anyone who has ever attempted to create change in an institution knows it is a complex process. Experience in the public schools as an educational consultant made me acutely aware that people will counter-control even the best advice for any number of reasons. Meanwhile the crises in the schools continues - as do the pleas for help.

Walking into the middle school on the morning reserved for consultation. I would be approached by the principal, vice principal. counselor, or teachers as they listed the many children needing help. Initially, the consultation time was used to work with the administration and faculty. Time was scheduled with personnel concerned about the children with whom they interacted. Although as a consultant for special services only (of that particular school district), I would always greet and talk with all teachers as we passed in the halls. It was important that I be seen as a positive social stimulus rather than an innovator-rebel- (although, in my hear-of-hears I must confess to the latter romantic self-perception). While talking with any teacher I could point out some aspect of what they were doing well. Small success with this or that child provided a taste of what could be for the school personnel, whom were credited with the success. rather than the consultant.

The children who were in the resource room a few hours a day, were like honey-bees, cross-pollinating concepts as they moved about the school between that resource room the regular classroom, and the principal's office. These children carried the message in their behavior: You the teacher, you the principal can and do effect my behavior. Those in daily contact with the child were assisted in analyzing behavior on the basis of the contingencies of reinforcement-always ensuring each teacher of at least one small success. But it was not enough. However, this shaping process was to be the forerunner of many more valuable and extensive changes. After having been a consultant in the middle school for four months, the opportunity came. The principal expressed his frustration with the overwhelming members of children he wanted me to assist, yet he realized, "you can't see but a very small faction of the kids and teachers that need your help." I spoke my plan in the form of a question. "Would you like us to work together to develop the resource room into a demonstration classroom?" The goal of such a proposal was outline to the principal, vice principal. counselor, teacher. and the school districts' special services director. The goal would be to have a place where teachers in the building could actually visit, observing how another teacher effected change in academic achievement and behavior. This would be an informal <u>teacher for teachers</u>. In this way, the resource room teacher could model for other teachers behavior that would then help them to change their students for the better. The idea was received enthusiastically. The cost was minimal: one interval timer at $65.00.

The teacher and consultant held several planning sessions. The upshot was that operant processes were interfaced with the teacher's teaching methods and style. After the structure was outlined, the

teacher adapted it to the resource room situation. Pre-tests in various areas of academic performance and behavior were completed. Two student classroom aides were selected to be in the resource room each fifty minute period. They were to perform a vital function in the demonstration classroom. (The school counselor selected children who were average students who were reliable and would, in her estimation, benefit from a helping role.

A particularly valuable experience occurred for the resource room teacher as she assessed each child's reinforcers in preparation for a reinforcement menu for the class. She found that the children in her class often chose sitting with someone else, doing an activity or talking to her as a particularly ptent reinforcer. This led to a discussion about social reinforcement, particularly the verbal behavior of the teacher and other students as either discriminative stimuli or consequences. She began to decrease her frequency of negative verbal behavior. She increased her use of her verbal attending for appropriate behavior. She greatly increased her instances of labelling for the children just what was acceptable behavior. Examples being, "That was a good answer." "You were watching the board-that is paying attention."

Method:

On a typical day one can observe these events in the Demonstration Classroom: children in the class are being timed for rate increase one minute each day (by the student helpers) in multiplication facts, words read per minute, etc. Graphs display the improved rates as the children marked their own graphs. Some children are in groups studying spelling while others are working individually at their desks. As the interval light and tone present a stimulus, a student assistant rapidly drops tokens in the token cups on each child's desk. At the end of

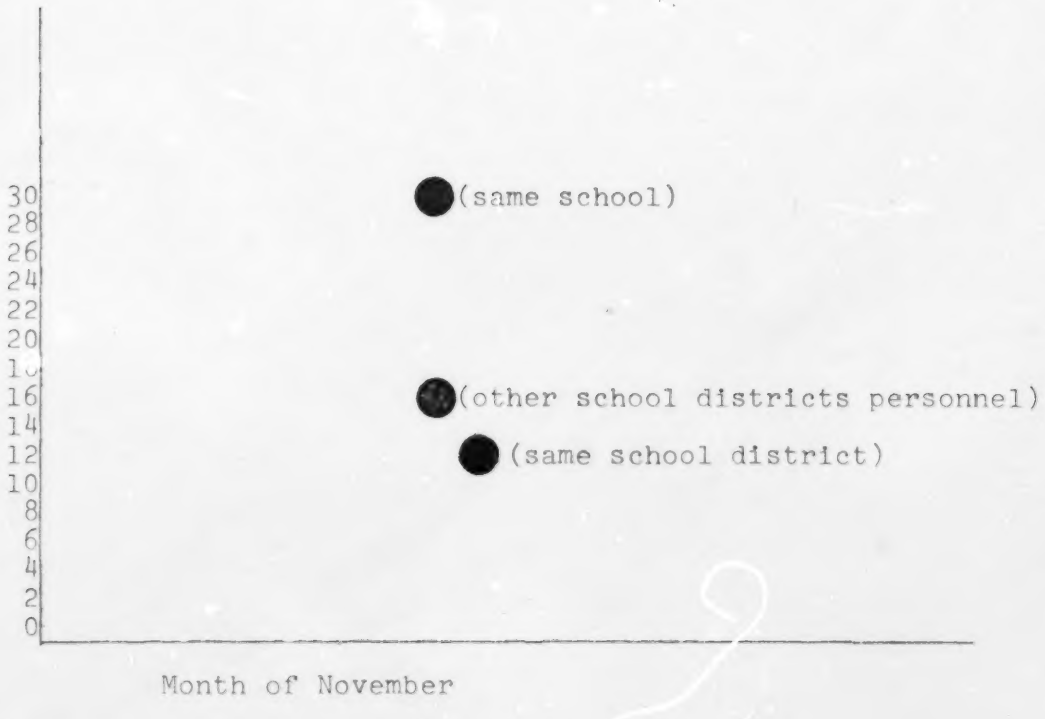
30 minutes, these tokens are exchanged for anything on the reinforcement menu. Reinforcement time took five to ten minutes. The time-out area is a spot near the corner of the room. (It has been empty of an occupant these many weeks - although in the early days of the project it was often filled.) The sounds in the room have changed from the "noise of battle to the hum of industry." The teacher had regained her sunny disposition and sense of humor. She can even be seen standing or sitting quietly as her young charges apply themselves. In those days a student could be heard to call out "I don't care if you don't talk to me, I like time-out: " However, as the days went on this very socially reinforcable child would never again appear in the time-out spot. Assignment contracts are in the file for each child for each day. The children are given extra tokens for completion of tasks that are accurate. Each child started on work at his level and not so much that he or she could not complete the work. It is not unusual to see other school personnel dropping in and out of the room bringing visitors or just getting ideas

Many of the children because they can now write and read more rapidly are able to complete assignments One of the behaviors the teacher had consistently said needed improvement by all the children was completion of assignments.

Meanwhile, a near by teacher with a "regular slow math class" has instituted a student assistant for rate pracitce in simple addition, subtraction, division, and multiplication. After she gained control of the class, and following their subsequent skill increases, she frequently helped other teachers who had "slow classes". That was but one of the changes occurring in teachers at the middle school. These same kinds of classrooms are being implemented in several outlying districts.

Number of Resource Room Teacher Contacts

with School Personnel Visitors



Demonstration Class Room
Wayside Middle School
Teacher Lynn Rexroat
Principal Elmer Watson
1976
Consultant/Komechak

Behavioral Changes

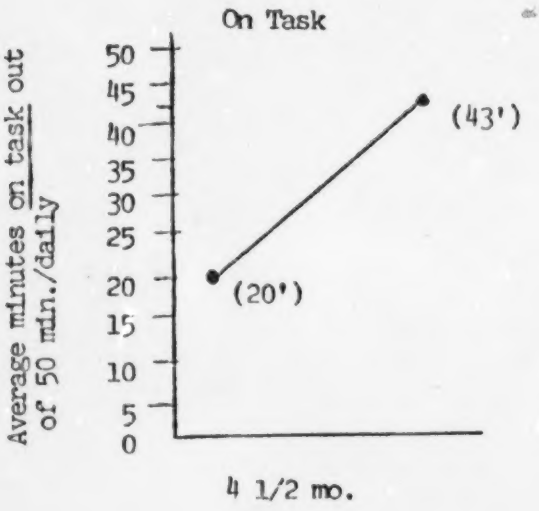
| Before | After |
|---|---|
| 1) cheating on assignments 2-3 times/week | 1) none |
| 2) attends to work 35/50 min. | 2) 45/50 min. |
| 3) attending to reading comprehension skills low 3 grade level | 3) low 5th grade level |
| 4) uncompleted assignments 4 per week | 4) none |
| 1) attends to work 30/50 min. | 1) 40/50 min. |
| 2) spends 10 to 15 min. finding assignment | 2) immediately finds assignment. 2 min. comes early to class |
| 1) Preoccupation with objects (handled objects (pencils blocks) 20/50 min. | 1) 0/50 min. |
| 2) talking 10/50 min. | 2) 1/50 min. |
| 3) not attending to task 30/50 min. | 3) 5/50 min. |
| 4) grades - U | 4) S |
| 1) uncompleted assignments | 1) uncompleted assignments 1-2 per week |
| 2) uncompleted assignments 4 - 6 per week | 2) 1 per 2 week period |

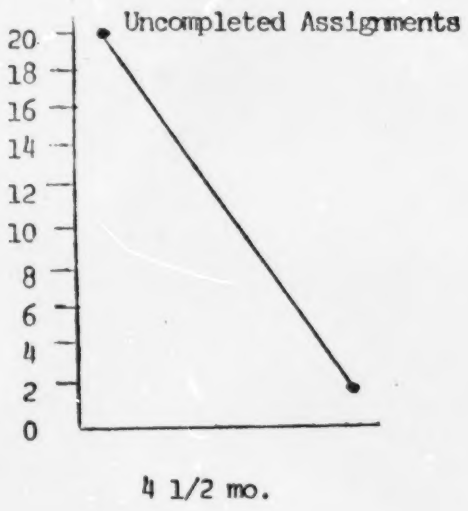
| | |
|---|---|
| 1) would not attempt new task with 5-6 explanations | 1) will attempt new task/ 1 explanation |
| 1) attending to task 15-50 min. | 1) 40/50 min. |
| 2) leave class without permission - at least once a week | 2) does not leave class without permission |
| 3) emotional outburst 2-3 per week | 3) 2 in 3 months |
| 4) cursive writing-would not write in cursive would not copy work over | 4) writes in cursive-if not, will copy work over 100% of task |
| 1) crying when criticized | 1) 1 in 4 months |
| 2) temper tantrum 1-2 per week | 2) 0 |
| 3) accusation of teacher and other students 5 per week | 3) 2 in 4 months |
| 4) asking irrelevant questions 11 times per 50 min. period | 4) 0/50 min. |
| 5) name calling 3 per week | 5) 1 in 4 months |
| 6) writing-would not write in cursive, would cry if had to copy work over again | 6) always copies work over or writes in cursive 100% |

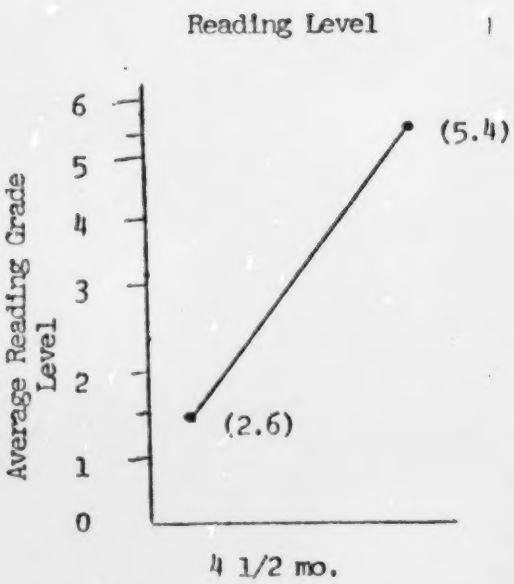
| Before | After |
| --- | --- |
| 1) tardies - 22 | 1) 6 |
| 2) absences 12/6 weeks | 2) 3/6 weeks |
| 3) attending to task 10 - 50 min. | 3) 40/50 min. |
| 4) interruptions 8/50 min. | 4) 1/50 min. |
| 5) disrespectful comments 2 per/day | 5) 0 |

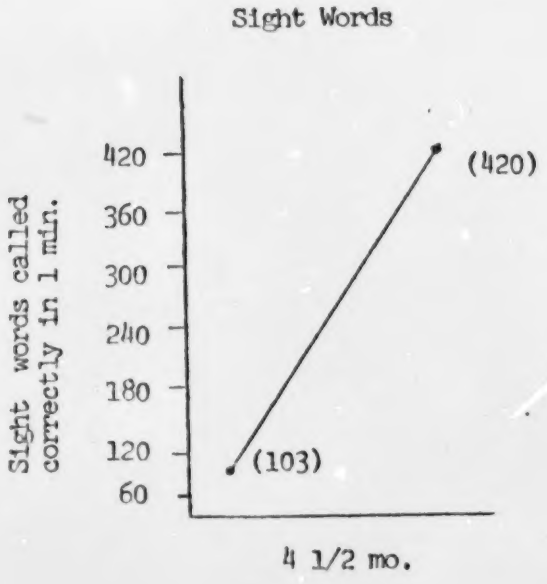
## II. The Responses

Average Academic Skill Increase for Entire Class

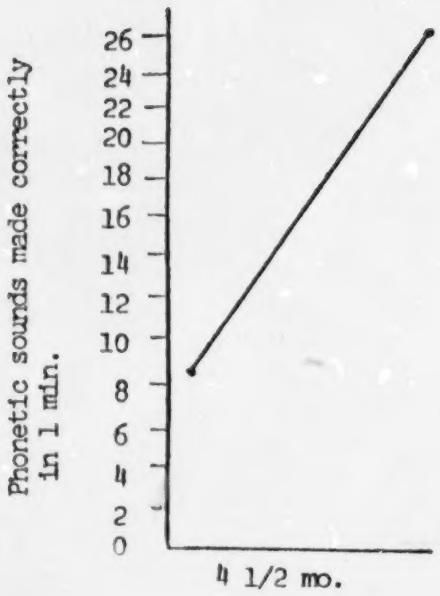


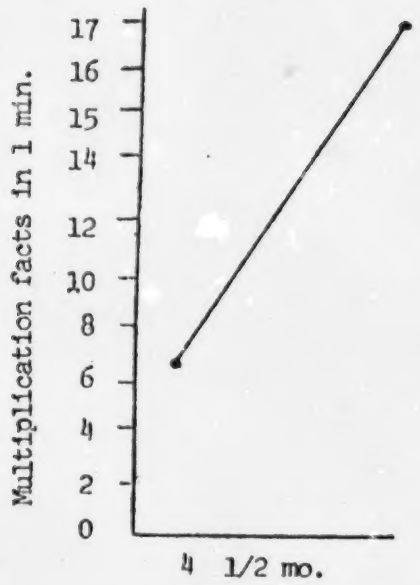



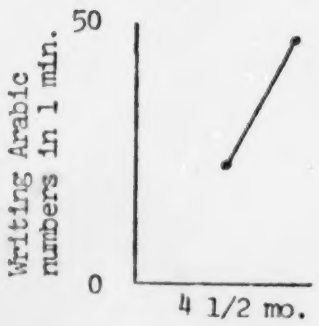



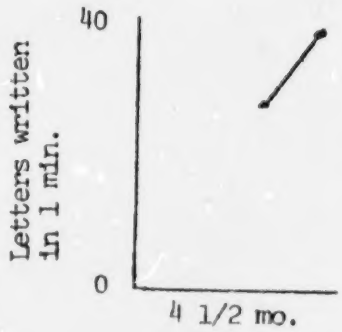
Phonics

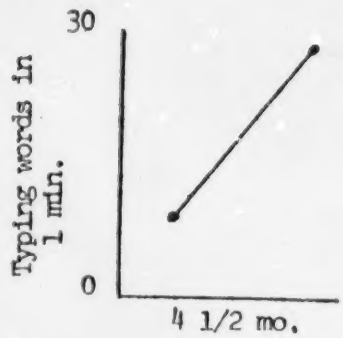



Math



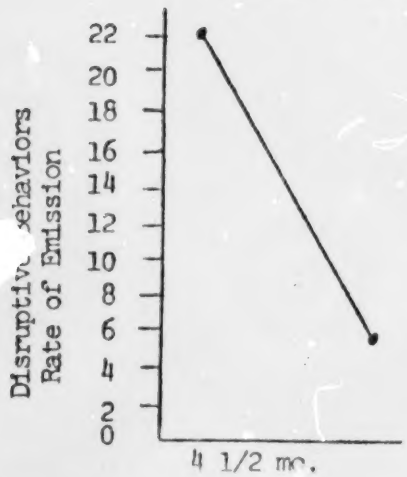




Miscellaneous Disruptive Behaviors for Entire Class

Disruptive Behaviors



Rexroat-Komechak 1976

Reading Rate

Objective: Student will increase reading to a rate to at least 50 words with a maximum of 5 mistakes at grade level.

| | Pre | | Post | |
|---|---|---|---|---|
| | Book level | Rate/mis. | Book level | Rate/mis. |
| Billy | 3-1 | 48/2 | 6 | 49/0 |
| Eddie | 3-1 | 54/5 | 7 | 52/5 |
| Sam | 4 | 70/5 | 8 | 76/4 |
| Tommy | 2-1 | 28/9 | 2-1 | 40/4 |
| Richard | 1-1 | 50/3 | 2-2 | 61/5 |
| Charles | 3-1 | 69/10 | 7 | 57/5 |
| Randy | 3-1 | 74/5 | 6 | 60/4 |
| Donna | 3-1 | 93/4 | 6 | 88/5 |
| Larry | 2-1 | 52/5 | 5 | 66/5 |
| Greg | 3-1 | 45/3 | 8 | 88/5 |
| Darrell | 3-1 | 79/3 | 6 | 90/1 |
| Jimmy | 3-1 | 55/11 | 5 | 70/4 |
| Ronda | 4 | 72/4 | 6 | 82/4 |
| Kathrine | 2-2 | 27/10 | 4 | 42/4 |
| Marty | 2-1 | 59/13 | 4 | 51/4 |
| Danny | 2-1 | 41/3 | 6 | 51/5 |
| Bobby | 3-1 | 53/5 | 6 | 67/3 |
| John | 2-1 | 41/3 | 6 | 56/0 |
| Buddy | 1-2 | 28/6 | 2-1 | 54/4 |
| Evan | 3-1 | 58/3 | 6 | 60/4 |
| | AV. book level 2.6<br>AV. Rate 54.8<br>AV. Errors 5.6 | | AV. book level 5.4<br>AV. RAte 63<br>AV. Errors 3.5 | |

Book levels AV. increase=2.8(3)
AV. Rate w/m =8.2/p.m.
Decreased errors =2.1/p.m.
Book level AV. increase overall=$\frac{56}{20}$=2.8 levels

Sounds

Objective 1: The student will increase correct responses to written phonetic sounds from Code 78, timed per minute.

Words

Objective 2: Student will verbalize a word containing th correct phonetic spelling and pronounciation.
Example: Sound o_e, Word coke, Incorrect answer boat or one.

List of sounds-Total number 34.
a_e, igh, y, à, ca, _i_, ay, oul, oo oi, ou, ow, oy, ur, al, que, ir _o_ _e_, u_e, _ve, or, i_e, ea, ue, ai, er, o_e, aw, ing, ar, ck, o_e, & ee.

| | Sounds | | Words | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Billy | 19 | 34 | 4 | 14 |
| Eddie | 3 | 34 | 3 | 7 |
| Sam | 14 | 34 | 13 | 28 |
| Tommy | 10 | 32 | - | - |
| Richard | 5 | 6 | - | - |
| Charles | 2 | 9 | - | - |
| Randy | 4 | 34 | 16 | 34 |
| Donna | 12 | 34 | 3 | 3 |
| Larry | 14 | 34 | 2 | 11 |
| Gregg | 12 | 34 | 2 | 34 |
| Darrell | 13 | 21 | - | - |
| Jimmy | 4 | 34 | 1 | 12 |
| Ronda | 11 | 32 | - | - |
| Kathrine | 7 | 20 | - | - |
| Marty | 4 | 14 | - | - |
| Danny | 3 | 9 | - | - |
| Bobby | 3 | 24 | 3 | 6 |
| John | 9 | 17 | - | - |
| Evan | 19 | 34 | 4 | 14 |
| Buddy | 10 | 32 | - | - |
| | Av.8.9 | Av. 26.1 | Av. 5.1 | Av. 16.3 |
| | Av. Increase 17.2 | | Av. Increase 11.2 | |

Rexroat-Komechak 1976

| | Written letters Objective 1: Student will increase number of letters written timed per minute. Goal 52 | | Written words Objective 2: Student will increase number of words written per minute. Goal 20 | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Billy | 38 | 52 | 16 | 16 |
| Eddie | 43 | 55 | 9 | 22 |
| Sam | 36 | 52 | 7 | 24 |
| Lori | 29 | 42 | - | - |
| Tommy | 26 | 29 | - | - |
| Richard | 26 | 53 | 6 | 10 |
| Charles | 28 | 44 | - | - |
| Randy | 52 | 52 | 8 | 20 |
| Donna | 30 | 58 | 14 | 20 |
| Larry | 20 | 65 | 8 | 20 |
| Greg | 36 | 50 | 18 | 24 |
| Darrell | 30 | 51 | 10 | 18 |
| Jimmy | 37 | 52 | 4 | 21 |
| Ronda | 25 | 64 | 6 | 21 |
| Kathrine | 36 | 60 | 11 | 22 |
| Marty | 17 | 44 | - | - |
| Danny | 24 | 53 | 12 | - |
| Bobby | 40 | 56 | 6 | 20 |
| John | 14 | 55 | 6 | 14 |
| Buddy | 25 | 43 | - | - |
| Evan | 45 | 69 | 5 | 20 |
| | 21÷657 | 21÷1099 | 16÷146 | 15÷292 |
| | AV.=31.28 | AV.=52.33 | AV.=9.13 | AV.=19.47 |

Numbers

Objective:
The student will increase in amount of numbers written correctly timed per minute. Goal 52

| | Pre | Post |
|---|---|---|
| Billy | 26 | 50 |
| Sam | 45 | 50 |
| Eddie | 48 | 60 |
| Sam | 45 | 50 |
| Lori | 33 | 37 |
| Tommy | 33 | 38 |
| Richard | 40 | 56 |
| Charles | 24 | 46 |
| Randy | 44 | 55 |
| Donna | 43 | 50 |
| Larry | 38 | 55 |
| Gregg | 49 | 58 |
| Darrell | 31 | 52 |
| Jimmy | 26 | 54 |
| Rhonda | 44 | 66 |
| Kathrine | 39 | 43 |
| Marty Oldham | 17 | 47 |
| Danny Perez | 42 | 59 |
| Bobby Randolph | 40 | 57 |
| John Russell | 37 | 48 |
| Buddy White | 31 | 30 |
| Evan Williams | 42 | 58 |
| | 772 | 1069 |
| | Av. 36.76 | Av. 50.90 |

Av. increase=14.14

Sight Words

Objective:
The student will increase correct response to Dolche, Durrell, & Fry Sight Word Lists, timed per minute.
Fourteen groups of words, 50 in a group to be said per minute. Post test figures indicate total correct responses per minute.

Example: Pre-test 32
Post-test, child completes eight groups-score 400.

| | Pre | Post | Increase=Av. 316.85 |
|---|---|---|---|
| Billy | 50 | 350 | |
| Eddie | 42 | 350 | |
| Sam | 700 | 700 | |
| Tommy | 36 | 93 | |
| Richard | 18 | 150 | |
| Charles | 43 | 400 | |
| Randy | 47 | 548 | |
| Donna | 48 | 700 | |
| Larry | 33 | 450 | |
| Greg | 72 | 700 | |
| Darrell | 300 | 600 | |
| Jimmy | 49 | 400 | |
| Rhonda | 33 | 450 | |
| Kathrine | 34 | 200 | |
| Marty | 27 | 393 | |
| Danny | 33 | 234 | |
| Bobby | 350 | 650 | |
| John | 44 | 500 | |
| Buddy | 19 | 98 | |
| Evan | 100 | 449 | |
| | 2078 | 8415 | |
| | Av. 103.9 | Av. 420.75 | |

Rexroat-Komechak 1976

Typing

Objective:
Student will increase number of letters typed per minute, starting with letters, moving to increasingly more difficult words.

| | Group | Pre | Group | Post |
|---|---|---|---|---|
| Eddie | 1 | 9 | 5 | 33 |
| Charles | 1 | 25 | 2 | 38 |
| Randy | 1 | 3 | 3 | 46 |
| | | 3+37 | | 3+117 |
| | | AV.=12.33 | | AV.=39 |

AV. increase-26.67

Math

Objective:
Student will increase number of correct responses to basic addition and subtraction problems using facts timed per minute. 0-10

| | | Pre | Post | Increase |
|---|---|---|---|---|
| Lori | 0-10 | 1 | 38 | 37 |
| | 10-20 | 18 | 25 | 7 |

Objective:
Student will increase number of correct responses to basic multiplication problems using facts 8, 9, 10, 11, & 12 timed per minute.

| | Pre | Post | Increase |
|---|---|---|---|
| Sam | 2 | 29 | 27 |
| Robbie | 13 | 20 | 7 |
| Robert | 10 | 10 | 0 |
| Rhonda | 2 | 7 | 5 |
| | 27÷4 | 66÷4 | 39÷4 |
| | Av. 6.75 | Av. 16.5 | |

Av. increase=9.75 or 40% Av. increase